

**2013-2014 Utah State Board of Education Strategic Plan
Adopted August 22, 2013**

Mission	Long Term Goals	Performance Measures Progress will be measured by:	2013-2014	
			Intermediate Objectives	Activities and Actions
<p>1 ENSURING LITERACY AND NUMERACY FOR ALL UTAH CHILDREN.</p> <p>Literacy and numeracy are the foundations of learning. They help a student become a high school graduate and an informed, engaged citizen.</p> <p>Mastery of these two subjects is necessary to assure students will achieve proficiency not only in reading and math, but in all other core content areas.</p>	A. By 2020, 90% of students will be proficient in reading and math in the third, sixth and eighth grades.	A. Status proficiency scores and growth scores	<p>A. Proficiency in Reading and Math</p> <ol style="list-style-type: none"> Support and revitalize the K-3 reading initiative. <ol style="list-style-type: none"> Pursue policies/efforts and legislation that will increase reading proficiency in 3rd grade, including increases in early intervention supports, such as: <ol style="list-style-type: none"> Preschool options as appropriate. More time/resources for lowest performing students. Promote and expand extended-day Kindergarten programs. Work to extend support of reading and math by adding specialists and/or professional development for K-8. Ensure reading and math instruction in the content areas at all grade levels. Advocate and support increased early intervention programs for high need pre-K children. Continue to focus on disaggregated data to ensure progress of all children. Advocate and support funding and resources for literacy and numeracy. Implement as rapidly as possible the Utah Core Standards in reading and math. <ol style="list-style-type: none"> Add areas of concern not included, such as internet literacy, etc. Prioritize professional development for educators. Work to embed technology as a tool for improving and enhancing the delivery system of the Utah Core Standards. 	<p>A. Proficiency in Reading and Math</p> <p><u>Board Policy/Agency Efforts</u></p> <p>Review and update Social Studies standards and courses.</p> <p><u>Legislative Priorities</u></p> <p>Preschool options, extended-day Kindergarten programs, time/resources for lowest-performing students.</p> <p>Continue K-3 Reading funding.</p> <p>Middle school math professional development.</p> <p>Math intervention and/or remediation.</p> <p><u>Communication Efforts</u></p> <p><u>Staff</u></p> <p>See Documents/Website</p>

**2013-2014 Utah State Board of Education Strategic Plan
Adopted August 22, 2013**

Page 2

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1 ENSURING LITERACY AND NUMERACY FOR ALL UTAH CHILDREN.	A. By 2020, 90% of students will be proficient in reading and math in the third, sixth and eighth grades.	A. Status proficiency scores and growth scores	A. Proficiency in Reading and Math - continued 8. Prepare and complete a 5-7 year plan with accompanying budget and benchmark metrics to meet the 90% goals for reading proficiency in 3 rd , 6 th , and 8 th grades. 9. Pursue policies/efforts and legislation that will increase mathematics proficiency in 8 th grade, including targeted statewide professional development which will include: a) Professional development that is content-specific for middle level math. b) Targeted technology integration. c) Early intervention and/or high school math remediation. 10. Pursue policies/efforts and legislation that will assist the general public in understanding the new Language Arts and Math Core standards including: a) Implementation of the Utah Core Standard communication plan. b) Advocacy for the Utah Core Standards.	A. Proficiency in Reading and Math <u>Board Policy/Agency Efforts</u> <u>Legislative Priorities</u> Advocate for keeping the Core Standards. <u>Communication Efforts</u> Implement Core communication plan. <u>Staff</u> See Documents/Website

August 27, 2013

**2013-2014 Utah State Board of Education Strategic Plan
Adopted August 22, 2013**

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2 PROVIDING HIGH QUALITY INSTRUCTION FOR ALL UTAH CHILDREN. High quality instruction occurs in a safe and caring environment with highly qualified and effective educators, staff members and leaders.	A. By 2020, 90% of students will be taught and led by effective or highly effective, qualified, ethical educators.	A. Numbers of effective educators and numbers of qualified educators.	A. Effective and Qualified Educators 1. Improve teacher evaluation systems by creating statewide common standards of instructional quality and by developing tools to facilitate formative and summative measurement of instructional quality. a) Help improve school-wide instructional practice through regular observation of instruction in classrooms. b) Require parental input as a part of evaluation systems. c) Use student growth evaluation systems at the classroom, school and district levels. 3. Pursue policies/efforts and legislation that will assist in the successful implementation of new educator evaluation system including: a) Professional development directed specifically to principals. b) Legislation to change the timeline for educator evaluation. 3. Establish a new statewide continuum of support for developing and practicing teachers and principals to assist in maintaining and enhancing quality instruction. 4. Analyze the work of the Differentiated Compensation pilots and recommend next steps. 5. Develop and support plans to recruit, prepare, evaluate and retain highly effective educators. 6. Share broad-based evaluations of teacher preparation programs with local districts to distinguish quality teacher preparation programs for hiring purposes. 7. Advocate for funding for professional development programs for teachers/educators that will allow Utah state educators to be on the cutting edge of current research and training (advocate for quality teaching days).	A. Effective and Qualified Educators <u>Board</u> <u>Policy/Agency Efforts</u> Professional development for principals. <u>Legislative Priorities</u> Educator Evaluation professional development. Educator Evaluation timeline change. <u>Communication Efforts</u> <u>Staff</u> See Documents/Website

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2 PROVIDING HIGH QUALITY INSTRUCTION FOR ALL UTAH CHILDREN.	B. By 2020, 100% of educators will meet the minimum ethical standards as defined by Board rule.	B. Completion of the UPPAC RFP process and implementation of the recommendations.	B. Ethical, professional educators 1. Pursue policies/efforts and legislation that will assist in reframing and implementing Utah Professional Practices Advisory Commission (UPPAC), including: <ul style="list-style-type: none"> a. Complete the process of reviewing UPPAC. b. Consider the information obtained via the UPPAC RFP. c. Determine needed statutory changes, rules and activities. d. Implement the determined changes. 	B. Ethical, professional educators <u>Board</u> <u>Policy/Agency Efforts</u> Complete review. Determine changes. Implement changes. <u>Legislative Priorities</u> Change UPPAC-related statutes. <u>Communication Efforts</u> <u>Staff</u> See Documents/Website

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Adopted August 22, 2013**

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2 PROVIDING HIGH QUALITY INSTRUCTION FOR ALL UTAH CHILDREN.	C. By 2020, 100% of schools will have a ratio of 1:1 computer devices, software and infrastructure.	C. Percent of schools with a ratio of 1:1 computer devices, software and infrastructure.	C. 1:1 Use of Technology 1. Work to embed technology as a tool for improving and enhancing the delivery system of the Utah Core Standards. 2. Support the Technology Roadmap which would include evaluation of infrastructure for wired and wireless systems, provision of technology support for users, and ongoing professional development for all educators in the use of technology as a tool to support high quality instruction. 3. Pursue 1:1 computer devices, software, infrastructure, and tech support legislation including: a) Menus of options. b) Targeted professional development. c) Individualized LEA and school plans. d) Required financial or in-kind matches.	C. 1:1 Use of Technology <u>Board Policy/Agency Efforts</u> Implement Technology Roadmap <u>Legislative Priorities</u> Funding for 1:1 computer devices, software, infrastructure, and tech support. <u>Communication Efforts</u> <u>Staff</u> See Documents/Website

**2013-2014 Utah State Board of Education Strategic Plan
Adopted August 22, 2013**

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<p>3 ESTABLISHING CURRICULUM WITH HIGH STANDARDS AND RELEVANCE FOR ALL UTAH CHILDREN.</p> <p>High quality standards are necessary in all content areas.</p> <p>Curriculum must reinforce the four areas of the Promises to Keep vision: 1) Citizen participation in civic and political affairs; 2) economic prosperity for the community; 3) strong moral and social values; and 4) loyalty and commitment to constitutional government.</p> <p>A relevant curriculum helps a student become a high school graduate and an informed, engaged citizen.</p>	A. Between 2010 and 2020, all content areas will have updated high quality standards.	A. Number of content standards reviewed and updated.	<p>A. High Quality Content Standards/Programs</p> <ol style="list-style-type: none"> 1. Implement the Utah Core Standards in reading and math by 2014-15. (See number 1A-7 above) 2. Review and implement core standards in all areas and make those changes necessary to improve them. <ol style="list-style-type: none"> a) Align to standards in the newly adopted Language Arts and Mathematics. b) Evaluate in relationship to their effectiveness to each respective level of instruction. Refine other content areas. c) Establish a timeline to address science, the arts, etc. d) Through the K-16 Alliance, work to back-map math and language areas with postsecondary college and career readiness standards. 	<p>A. High Quality Content Standards/Programs</p> <p><u>Board Policy/Agency Efforts</u></p> <p><u>Legislative Priorities</u> Seek sponsors for legislation or funding for continued and increased funding for the Beverley Taylor Sorenson Arts Program.</p> <p><u>Communication Efforts</u></p> <p><u>Staff</u> See Documents/Website</p>

**2013-2014 Utah State Board of Education Strategic Plan
Adopted August 22, 2013**

Page 7

Mission	Long Term Goals	Performance Measures Progress will be measured by:	2013-2014	
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3 ESTABLISHING CURRICULUM WITH HIGH STANDARDS AND RELEVANCE FOR ALL UTAH CHILDREN.	B. By 2020, 90% of students will graduate from high school.	B. Attendance and federal graduation rates.	B. Graduation/Dropout Prevention 1. Increase the overall graduation rates with special attention paid to subgroups/at risk populations. 2. Develop middle school/junior high completion standards. 3. Explore concepts of an additional graduation gateway and the implementation of proficiency based grading with accompanying citizenship requirements and seals for academic competencies. 4. Pursue policies/efforts and legislation that will improve graduation rates through, but not limited to, a school counselor initiative, including: a) Counselors as specialists in STEM areas. b) Counselors and/or trackers working directly with students to prevent dropouts. 5. Make changes in graduation requirements, reacting to the recommendations from the graduation task forces. 6. Prepare and complete a 5-7 year plan with accompanying budget and benchmark metrics to meet a 90% graduation rate.	B. Graduation/Dropout Prevention <u>Board</u> <u>Policy/Agency Efforts</u> Make changes to Board rule. 5-7 year graduation plan. Review school safety plans. <u>Legislative Priorities</u> School counselor initiative, including counselors as specialists in STEM areas; counselors and/or trackers working directly with students to prevent dropouts. Increased funding for suicide prevention, anti-bullying and safe school initiatives. <u>Communication Efforts</u> <u>Staff</u> See Documents/Website

August 27, 2013

**2013-2014 Utah State Board of Education Strategic Plan
Adopted August 22, 2013**

Page 8

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3 ESTABLISHING CURRICULUM WITH HIGH STANDARDS AND RELEVANCE FOR ALL UTAH CHILDREN.	C. Support the goal that by 2020, 66% of Utah graduates will receive a post-secondary certification or degree.	C. Postsecondary graduation rates, including attendance and the federal graduation rate formula.	C. Postsecondary Graduation Rates <ol style="list-style-type: none"> Increase preparation for postsecondary education. <ol style="list-style-type: none"> Provide leadership and LEA support to align secondary courses and counseling to address student needs for career and postsecondary training. Through the K-16 Alliance, address concurrent enrollment needs to ensure college and career readiness alignment. Advocate for K-12 comprehensive guidance and counseling programs. Create Student Education Occupation Plan (SEOP) career pathway requirements for high school graduation through the establishment of core clusters. Provide leadership to support LEAs in preventing dropouts and improving graduation rates, especially for minorities and at-risk populations. Provide leadership and LEA support for collecting, maintaining, reviewing, monitoring, reporting and using longitudinal data for P-20 that informs classroom teachers, administrative leadership and parents. Promote increased communication between parents, community leaders, government leaders, postsecondary institutions and industry leaders regarding college and career readiness of students. 	C. Postsecondary Graduation Rates <p><u>Board Policy/Agency Efforts</u> Work with K-16 Alliance on concurrent enrollment</p> <p><u>Legislative Priorities</u> Concurrent enrollment: 1) consistent course offerings covering 60 credits over two years; 2) rural LEA course provider.</p> <p><u>Communication Efforts</u></p> <p><u>Staff</u> See Documents/Website</p>

**2013-2014 Utah State Board of Education Strategic Plan
Adopted August 22, 2013**

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<p>4</p> <p>EFFECTIVE ASSESSMENT TO INFORM HIGH QUALITY INSTRUCTION AND ACCOUNTABILITY</p> <p>High quality assessment focuses on the individual student and is adapted to his/her abilities. It must include growth measures in order to focus on those individual students and to focus the instruction of teachers to those students. In addition, it should include status measures in order to hold teachers and students accountable to grade-level learning targets.</p>	A. By 2015, we will measure our progress by the implementation of a computer adaptive assessment system in all schools.	A. Statewide implementation of Computer Adaptive Assessment in Language Arts and Math by 2014-2015.	<p>A. New Computer Adaptive System</p> <p>1. Computer Adaptive Formative Assessment</p> <ul style="list-style-type: none"> a) Include both growth and status with teachers held responsible for the growth of the child, not status. b) Adaptive is non-negotiable (personalized to the child). c) Address technology needs of LEAs. d) Promote communication about individual. <p>2. Create a timeline to address assessment concerns in other curriculum areas.</p>	<p>A. New Computer Adaptive System</p> <p>Board Policy/Agency Efforts</p> <p>Legislative Priorities</p> <p>Communication Efforts New Committee</p> <p>Staff See Documents/Website</p>

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Adopted August 22, 2013**

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4 EFFECTIVE ASSESSMENT TO INFORM HIGH QUALITY INSTRUCTION AND ACCOUNTABILITY	B. By 2015, we will have one accountability system.	B. Successful completion of one accountability system.	B. One Accountability System 1. Work to refine the accountability system to one system that meets both federal and state requirements.	B. One Accountability System Board <u>Policy/Agency Efforts</u> <u>Legislative Priorities</u> <u>Communication Efforts</u> New Committee Staff See Documents/Website

**2013-2014 Utah State Board of Education Strategic Plan
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4 EFFECTIVE ASSESSMENT TO INFORM HIGH QUALITY INSTRUCTION AND ACCOUNTABILITY	C. Secure and protect sensitive personal data of students and teachers.		C. Protection of Data 1. Pursue policies/efforts and legislation that will assist in obtaining, securing and protecting the sensitive personal data of students and teachers including: a. Continued funding for the Utah Data Alliance. b. Legislation that prohibits the inclusion of personal questions directed to students in academic assessments. c. Seek legislative authority to protect student data when risks arise. 2. Support public policies requiring extreme caution and a high level of security with student and teacher data.	C. Protection of Data <u>Board</u> <u>Policy/Agency Efforts</u> Review/change policy. <u>Legislative Priorities</u> Continuation of the Utah Data Alliance. Exclusion of personal questions from academic assessments. <u>Communication Efforts</u> New Committee <u>Staff</u> See Documents/Website

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ALL MISSION AND VISION AREAS. The State Board of Education is responsible for general control and supervision of public education. To achieve that end, the Board advocates, evaluates, changes and pursues policies/efforts and legislation that will improve the Board's efforts including, but not limited to, advocating for funding for WPU and growth; funding for well-trained, well-paid and effective educators and staff; a fully staffed and funded state education office and an effective communication system.	A. By the end of each legislative session, secure adequate funding for WPUs, full funding for growth and ensure all funds are used legally and responsibly.	A. Successful allocation of funds from the legislature and internal audit results.	A. Public Education Funding 1. Pursue policies/efforts and legislation that will improve public education funding including: a) Increased WPU funding. b) Funding of growth as an expectation.	A. Public Education Funding <u>Board Policy/Agency Efforts</u> Work with Gov. office and UPEC. <u>Legislative Priorities</u> WPU funding and funding of growth as an expectation. Crucially needed accounting, information technology (IT), data, legal and auditing staffing needs. <u>Communication Efforts</u> <u>Staff</u> See Documents/Website

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ALL MISSION AND VISION AREAS.	B. Protect and increase the effectiveness and fiscal soundness of the School Trust.	B. Successful protection of the fund, return on investments.	B. School Trust Fund	B. School Trust Fund Board Policy/Agency Efforts Legislative Priorities Communication Efforts Staff See Documents/Website
	C. Secure adequate funding for Board business and employees.	C. Successful allocation of funds from the legislature.	C. Board Business and Employees 1. Pursue policies/efforts and legislation that will begin the process for a new building for the Utah State Board of Education.	C. Board Business and Employees Board Policy/Agency Efforts Examine new building process. Legislative Priorities New building. Communication Efforts Staff See Documents/Website

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ALL MISSION AND VISION AREAS.	D. By 2015, the State Board of Education will have an effective communication system.	D. Surveys of major stakeholders and results of outreach.	D. Communication System 1. Pursue policies/efforts and legislation that will assist the general public, the legislature, business leaders, and educators in understanding the efforts of the State Board of Education including: <ul style="list-style-type: none"> a. Development and implementation of an effective communication plan. b. Funding for Communication and Legislative Relations specialists. c. Advocacy for Board of Education efforts. d. Creation of a new, more user-friendly website specifically directed to parents and families. e. Development of a new website for sharing of best practices. 	D. Communication System Board <u>Policy/Agency Efforts</u> Develop plan. Implement plan. Website. <u>Legislative Priorities</u> Funding for communications activities and staff members. <u>Communication Efforts</u> Implement objectives.
				Staff See Documents/Website